



Early Adolescence through Young Adulthood

WORLD LANGUAGES OTHER THAN ENGLISH

Assessment at a Glance

- Choosing the Right Certificate
- Reviewing the Standards
- Demonstrating Your Teaching Practice and Content Knowledge
- Understanding the National Board Scoring Process
- Beginning Your Journey toward National Board Certification

*National Board Certification
Promotes Better Teaching,
Better Learning, Better Schools*

Choosing the Right Certificate

The National Board Certification® process offers experienced teachers the professional development opportunity to demonstrate their knowledge, skills, and practices against high and rigorous standards. Candidates pursue certification by completing two major assessment components: a portfolio of classroom teaching practice and an assessment of content knowledge administered at a computer-based testing center.

The Early Adolescence through Young Adulthood/World Languages Other than English certificate is appropriate for teachers who teach Spanish or French to students ages 11–18+ and whose functional ability in the language they teach is at an advanced level. Read this document to learn the content and pedagogical knowledge you will be required to demonstrate for this certificate area and to measure your readiness to pursue National Board Certification.

Below is a set of questions to ask yourself about your teaching practice. If you answer “yes” to these questions, you are ready to apply. For eligibility requirements and application instructions, read the *Guide to National Board Certification* on the NBPTS Web site (www.nbpts.org).

If you answer “no” to one or more of these questions, you may need to discuss your teaching situation with professional colleagues, your school faculty, a National Board Certified Teacher®, your faculty support group, or a local-level administrator who is directing a National Board program.

For the portfolio, will you be able to:

- demonstrate that your teaching practice meets the Early Adolescence through Young Adulthood/World Languages Other than English Standards?
- have access to a class of at least 6 students, in which 51% of the students are ages 11–18+ during the 12 months prior to the submission of your portfolio entries?
- submit student work samples and video recordings in a single target language (French or Spanish only) showing your interactions with your students?
- show how you design instruction and assessment?
- demonstrate your ability to build communicative and cultural competence through activities and instruction in a language-learning and culture-learning environment?
- demonstrate your ability to use your knowledge of students' prior language experiences and learning styles to select instructional goals, adapt or create materials, and apply methodologies appropriate for your students?
- show how you enable students to fulfill real-world tasks that are developmentally and culturally appropriate through the use of authentic materials and everyday objects?
- present evidence of how you impact student learning through your work with students' families and community and through your development as a learner and as a leader/collaborator?

For the assessment center, will you be able to demonstrate content knowledge in:

- oral proficiency?
- interpreting aural texts?
- interpreting written texts?
- written communication?
- knowledge of language acquisition?
- knowledge of how language works?

Reviewing the Standards

The requirements for National Board Certification in the field of Early Adolescence through Young Adulthood/World Languages Other than English (EAYA/WLOE) are organized into the following Standards. The ordering of the Standards is designed to facilitate understanding, not to assign priorities.

Preparing for Student Learning

I. Knowledge of Students

Accomplished teachers of world languages other than English draw on their understanding of child and adolescent development, value their students as individuals, and actively acquire knowledge of their students to foster their students' competencies and interests as individual language learners.

II. Fairness

Accomplished teachers of world languages other than English demonstrate through their practices toward all students their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society, and they set the highest goals for each student.

III. Knowledge of Language

Accomplished teachers of world languages other than English have the ability to function with a high degree of proficiency in the languages they teach, know how the languages work, and draw on this knowledge to set attainable and worthwhile learning goals for their students.

IV. Knowledge of Culture

As an integral part of effective instruction in world languages other than English, accomplished teachers know and understand the target cultures and target languages and know how these are intimately linked with one another.

V. Knowledge of Language Acquisition

Accomplished teachers of world languages other than English are familiar with how students acquire competence in another language, understand varied methodologies and approaches used in the teaching and learning of languages, and draw on this knowledge to design instructional strategies appropriate to their instructional goals.

Advancing Student Learning

VI. Multiple Paths to Learning

Accomplished teachers of world languages other than English actively and effectively engage their students in language learning and cultural studies; they use a variety of teaching strategies to help develop students' proficiency, increase their knowledge, strengthen their understanding, and foster their critical and creative thinking.

VII. Articulation of Curriculum and Instruction

Accomplished teachers of world languages other than English work to ensure that the experiences students have from one level to the next are sequential, long-range, and continuous, with the goal that over a period of years students will move from simple to sophisticated use of languages.

VIII. Learning Environment

Accomplished teachers of world languages other than English create an inclusive, caring, challenging, and stimulating classroom environment in which meaningful communication in the target languages occurs and in which students learn actively.

IX. Instructional Resources

Accomplished teachers of world languages other than English select, adapt, create, and use appropriate resources to help meet the instructional and linguistic needs of all their students and foster critical and creative thinking among them.

X. Assessment

Accomplished teachers of world languages other than English employ a variety of assessment strategies appropriate to the curriculum and to the learner and use assessment results to monitor student learning, to assist students in reflecting on their own progress, to report student progress, and to shape instruction.

Supporting Student Learning

XI. Reflection as Professional Growth

Accomplished teachers of world languages other than English continually analyze and evaluate the quality of their teaching in order to strengthen its effectiveness and enhance student learning.

XII. Schools, Families, and Communities

Accomplished teachers of world languages other than English work with colleagues in other disciplines, with families, with members of the school community, and with the community at large to serve the best interests of students.

XIII. Professional Community

Accomplished teachers of world languages other than English contribute to the improvement of instructional programs, to the advancement of knowledge, and to the practice of colleagues in language instruction.

XIV. Advocacy for Education in World Languages Other than English

Accomplished teachers of world languages other than English advocate both within and beyond the school for the inclusion of all students in long-range, sequential programs that also offer opportunities to study multiple languages.

Read the Standards on the NBPTS Web site to ensure that you will be able to demonstrate your accomplishments and confidently satisfy the defined expectations for National Board Certification.

Demonstrating Your Teaching Practice and Content Knowledge

This section describes the portfolio entries and assessment center exercises for the EAYA/WLOE certificate area.

Portfolio Entries

You will be required to submit four portfolio entries. One entry is based on student work samples, and two entries feature video recordings of student–teacher interactions in the classroom. The fourth entry relates to your accomplishments outside of the classroom—with families, the community, or colleagues—and how they impact student learning.

Following is a description of each portfolio entry.

**Entry 1:
Designing
Instruction over
Time**

In this entry, you demonstrate your ability to plan, implement, and assess instruction. You select two students and assess their progress in the target language. You submit responses from the two selected students to two assessments. You also submit a Written Commentary that analyzes and reflects upon the instructional sequence.

**Entry 2:
Building
Communicative and
Cultural Competence**

In this entry, you demonstrate how you build communicative and cultural competence for your students through an environment of language and culture-learning. You demonstrate how you enable students to fulfill developmentally and culturally appropriate real-world tasks. You submit a 15-minute video recording depicting you and your students during the period of instruction. You also submit a Written Commentary in which you describe, analyze, and reflect upon the goals and strategies for the selected period of instruction. **Entry 2 is the preselected *Take One!* portfolio entry.**

**Entry 3:
Engaging All
Learners**

In this entry, you demonstrate how you use varied instructional strategies and materials to engage all students in using the target language. You submit a 15-minute video recording that depicts students engaged in using the target language in meaningful, interactive, and culturally appropriate tasks. You also submit a Written Commentary that describes, analyzes, and reflects upon the goals for the featured lesson.

**Entry 4:
Documented
Accomplishments:
Contributions to
Student Learning**

In this entry, you illustrate your partnerships with students' families and community, and your development as a learner and collaborator with other professionals by submitting descriptions and documentation of your activities and accomplishments in those areas. Your description must make the connection between each accomplishment and its impact on student learning.

Read the *Portfolio Instructions* on the NBPTS Web site to learn more about the requirements for preparing, developing, and submitting the portfolio component of your assessment.

Assessment Center Exercises

This assessment is composed of six exercises that examine content knowledge specified in the NBPTS Standards. You are given up to 30 minutes to respond to each exercise.

Following is a description of each assessment center exercise.

- | | |
|--|---|
| Exercise 1:
Oral Proficiency | In this exercise, you demonstrate functional knowledge of the target language. You demonstrate the ability to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Given twelve distinct scenarios, you respond to one aural prompt for each. The scenarios are presented in English, both aurally and in writing. The aural prompts and the candidate responses are in the target languages. Prompts and responses are delivered and recorded electronically at the assessment centers. |
| Exercise 2:
Interpreting
Aural Texts | In this exercise, you demonstrate functional knowledge of the target language. Given two aural texts in the target language, you respond in English to four comprehension questions and one inference question pertaining to each text. |
| Exercise 3:
Interpreting
Written Texts | In this exercise, you demonstrate functional knowledge of the target language. Given an excerpt from literature in the target language, you respond in English to six questions about the text. You describe the setting, characters, relationships between characters, and actions and behaviors of the characters. You also draw a reasonable inference from the text and support your inference with evidence from the text. |
| Exercise 4:
Written
Communication | In this exercise, you demonstrate functional knowledge of the target language. Given a writing prompt, you write a draft essay in the target language. In the draft essay, you demonstrate the ability to express an opinion on a professional or social topic. You handwrite your responses to this exercise in a response booklet provided at the assessment center. |
| Exercise 5:
Knowledge of
Language
Acquisition | In this exercise, you demonstrate knowledge of language acquisition. Given three terms from the professional literature on: language acquisition; instructional techniques; and methods and approaches, you explain each of the three terms and give examples connected to the explanation from your target language and instructional level. The terms may come from professional journals and/or second language acquisition texts. |
| Exercise 6:
Knowledge of
How Language
Works | In this exercise, you demonstrate knowledge of how the target language works. Given 20 errors embedded in excerpts from a variety of texts in the target language, you correct each error and explain why it is an error. You handwrite your responses to this exercise in a response booklet provided at the assessment center. The use of proper unicode text for producing diacritical marks and characters is permitted. As necessary for diacritics, candidates may also supplement their typed responses with handwritten notes in their response booklets. |

Read *Assessment Center Policy and Guidelines* on the NBPTS Web site for more information about the assessment center component of the certification process. To locate an assessment center, visit the NBPTS computer-based testing Web site (www.pearsonvue.com/nbpts/).

Selected Assessment Center Exercises

The following sections contain selected exercises administered in a previous assessment cycle. These exercises present information that candidates saw on screen at the assessment center and include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses. These exercises have been included to help you become familiar with the structure of assessment center exercises and to help you understand the scoring rubrics. The exercise prompts in this section **do not** represent actual prompts candidates will see at assessment centers in the future.

Please note that assessment center exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

Sample Exercise 4: Written Communication (For French, German, and Spanish Language Candidates Only)

Exercise 4 - Written Communication - Candidate Name		⌚ Time Remaining 29:31
<p style="text-align: center;">Introduction</p> <p>In this exercise, you will use your functional knowledge of the target language to write a draft of an essay in the target language in which you express your opinion on a professional or social topic. You will be asked to respond to one prompt.</p> <p style="text-align: center;">Criteria for Scoring</p> <p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p> <ul style="list-style-type: none">■ effective and culturally appropriate writing on a given topic in the target language;■ an organized, coherent, and fluent essay in the target language; and■ a variety of vocabulary and a strong control of various grammatical and syntactical structures in the target language. <p style="text-align: center;">Directions</p> <p>You must compose your response in the target language in the Assessment Center Response Booklet.</p>		
? Help	⌚ Navigator	Next →

Retired Prompt 1

<p><i>Write a two- or three-paragraph draft of a formal essay in the target language of at least 250 words at your highest level of proficiency. You may organize the essay in any order, but you must address all of the following:</i></p> <ul style="list-style-type: none"><i>a) The role of the World Languages Other than English teacher today.</i><i>b) The role of the World Languages Other than English teacher in the past.</i><i>c) How the role of the World Languages Other than English teacher has changed from the past to today.</i>

Sample Exercise 5: Knowledge of Language Acquisition

Exercise 5 - Knowledge of Language Acquisition - Candidate Name

🕒 Time Remaining 29:31

Introduction

In this exercise, you will use your knowledge of language acquisition to explain three terms from current literature on language acquisition, methodology and approaches, and instructional techniques. In your response, you will give examples appropriate to your target language context and instructional level. You will be asked to type your response in English to three prompts.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- thoughtful and accurate explanations of three terms from language acquisition, methodology and approaches, and instructional techniques;
- relevant and meaningful examples appropriate to your target language and instructional level that clearly illustrate the terms; and
- an informed and tightly connected analysis of how each term is related to students' acquisition of competence in a second language.

Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

? [Help](#)

🕒 [Navigator](#)

[Next →](#)

Retired Prompt 1

Content-Based Instruction

- a) *Explain content-based instruction.*
- b) *Give one example that clearly illustrates content-based instruction appropriate to your*
 - *target language; and*
 - *instructional level.*
- c) *Explain how the example you gave illustrates content-based instruction. Your explanation should demonstrate a thorough understanding of the term and how it relates to student language acquisition.*

Retired Prompt 2

Monitor Hypothesis

- a) *Explain the monitor hypothesis.*
- b) *Give one example that clearly illustrates the monitor hypothesis appropriate to your*
 - *target language; and*
 - *instructional level.*
- c) *Explain how the example you gave illustrates the monitor hypothesis. Your explanation should demonstrate a thorough understanding of the term and how it relates to student language acquisition.*

Retired Prompt 3

TPR Storytelling

- a) *Explain TPR Storytelling.*
- b) *Give one example that clearly illustrates TPR Storytelling appropriate to your*
 - *target language; and*
 - *instructional level.*
- c) *Explain how the example you gave illustrates TPR Storytelling. Your explanation should demonstrate a thorough understanding of the term and how it relates to student language acquisition.*

Understanding the National Board Scoring Process

All portfolio entries and assessment center exercises are scored by teachers practicing in the same content area as the assessment they are scoring. The National Board's carefully trained assessors use scoring rubrics to evaluate candidate responses. The rubrics clearly articulate the criteria that are to be applied in the evaluation of your responses. These criteria reflect the Standards that the entry is designed to measure.

Assessors use a four-level rubric to score each candidate's response as shown below.

Rubric Level	Score Range	Quality of Evidence
Level 4	3.75–4.25	Clear, consistent, and convincing
Level 3	2.75–3.74	Clear
Level 2	1.75–2.74	Limited
Level 1	0.75–1.74	Little or no

The Level 4 and Level 3 score ranges represent accomplished teaching practice. You do not have to receive Level 4 or Level 3 scores for every entry and exercise. A high score on one may compensate for a lower score elsewhere. Read the *Scoring Guide for Candidates* on the NBPTS Web site for your assessment.

Your Total Weighted Scaled Score

When your portfolio entries and assessment center exercises are completed and scored, your Total Weighted Scaled Score is computed. This is done by applying a set of weights to each of your entry and exercise scores.

For the EAYA/WLOE certificate, these are the weights:

- 16% for each of the three classroom-based portfolio entries
- 12% for the Documented Accomplishments portfolio entry
- 6.67% for each of the six assessment center exercises

Your weighted scaled score for each entry or exercise is calculated by multiplying the raw score by the appropriate weight, shown above. Your Total Weighted Scaled Score is the sum of the weighted scaled scores for all entries and exercises plus a 12-point uniform constant. For example, if your weighted scaled score is 263, you would receive a 12-point uniform constant score, and your Total Weighted Scaled Score would be 275. This number is then compared to 275, the performance standard established by the NBPTS Board of Directors.

A candidate whose Total Weighted Scaled Score is 275 or greater is recognized as an accomplished teacher and is awarded National Board Certification. A candidate whose Total Weighted Scaled Score does not meet 275 is not yet certified and for the following two years has the opportunity to retake certain portfolio entries or assessment center exercises in order to meet the performance standard of 275.

Things to Keep in Mind

The National Board Standards for the EAYA/WLOE certificate area are addressed within the portfolio and assessment center process. Therefore, you should keep the following in mind:

- Although the portfolio entries address many of the Standards, they may not address all of them. Standards the portfolio does not address may be included in the assessment center portion of the certification process.
- Each entry is scored independently of the others. When an entry asks for background or contextual information, be complete, since an assessor for one entry will not see your other entries.
- At each of the four levels of the scoring rubric, the same Standards-related criteria are applied. However, each level of the scoring rubric represents a difference in the quality of evidence demonstrated by the entry or exercise. For example, if “Knowledge of Students” is a Standard measured by an entry, the Level 4 rubric will refer to “clear, consistent, and convincing” evidence of that Standard while the Level 2 rubric will refer to “limited” evidence of the same Standard.
- One of the fundamental principles underlying the evaluation is that responses are scored only on what candidates are specifically asked to do. For example, if the directions specifically ask you to demonstrate how to use assessment in the featured instructional sequence, evidence supporting your use of assessment will be evaluated based on the scoring rubric. Conversely, if an entry does not require you to demonstrate how to use assessment, it will not be evaluated.

Beginning Your Journey toward National Board Certification

The first step on this journey is to make a commitment, but what does this commitment involve? First-time candidates apply and complete their assessments in an initial candidacy period as shown in the timeline below. For candidates who are not successful in their first try, there is a 24-month window, following the receipt of scores, in which to retake assessments and/or resubmit portfolio entries in order to achieve certification.

You may wish to start with the *Take One!* program that requires submission of a single portfolio entry for scoring. The preselected portfolio entry required for *Take One!* is identified as part of the portfolio entry descriptions on page 4. You can choose to transfer your *Take One!* score to National Board Certification within three years of completing the *Take One!* process. Read *Becoming a Take One! Participant* on the NBPTS Web site to learn more about the requirements.

If you choose to pursue National Board Certification, there is also a financial commitment for which support is available. Visit the NBPTS Web site to learn about federal, state, and/or local funds available to support National Board Certification and *Take One!* fees. Be sure to check with your local, district, or state educational officials for incentives (such as salary increases and bonuses) that may be offered for achieving National Board Certification.

The following timeline provides a snapshot of your schedule of commitments. Read the *Guide to National Board Certification* on the NBPTS Web site for complete information.

Certification Planner

Step	To Do	Year 1	Year 2	Year 3	Year 4
1	Send forms and fees to NBPTS:				
	• application				
	• nonrefundable initial fee (\$500)	Jan. 1 — Dec. 31			
2	Develop portfolio entries and submit them to NBPTS:				
	• Receive portfolio box after submitting initial fees.				
	• Submit all four portfolio entries at once after submitting all fees and eligibility forms.	Jan. 1 — Mar. 31			
3	Schedule your assessment center exercises:				
	• after submitting all fees and eligibility forms				
	• at least 30 days before the test date		Jan. 1 — Jun. 15		
4	Obtain your scores online:				
	• Access <i>My Profile</i> to learn about your scores and certification status.		Dec. 31	Dec. 31	Dec. 31
5	Continue the journey:				
	• If you did not achieve certification, decide whether to retake assessment center exercises and/or portfolio entries.				
	• Submit retake application and fees.			Jan. 31	Jan. 31
	• Retake selected assessment center exercises.			Jan. 1 — Jun. 15	Jan. 1 — Jun. 15
	• Submit selected portfolio entries.			Jan. 1 — Apr. 15	Jan. 1 — Apr. 15

Having made the commitment, many teachers who pursue National Board Certification become role models and leaders in their schools and districts, earning a greater voice in what happens and having a very positive effect on their students' experiences. On your journey, you will benefit directly from your candidacy, taking part in what many have described as the best professional development experience of their lives.

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